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ABSTRACT

This teaching guide for a tobacco education curriculum at the first-grade level is a part of a coordinated K-12 educational support program for reducing smoking. It includes a tobacco curriculum matrix for grades K-12, sample teaching methods, concepts and objectives for grades K-3, and a resource materials list. The basic instructional concepts for the first-grade level focus on helping students: (1) develop positive self-images to enable them to accept themselves, to interact with others, and to make responsible decisions; (2) learn the value of good physical health to develop nonsmoking attitudes and behaviors; (3) recognize the importance of clean air; and (4) identify the safety hazards of cigarette smoking. Objectives, teacher information, worksheets, and learning activities for each concept are provided. Additionally, the appendices list the addresses of the New York county units of the American Cancer Society, the American Lung Association, and the American Heart Association. (Author/NRB)

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HEALTH EDUCATION: SUBSTANCE ABUSE PREVENTION

TOBACCO EDUCATION CURRICULUM

GRADE ONE

The University of the State of New York/THE STATE EDUCATION DEPARTMENT

Bureau of Drug Education

Albany, New York

1979

CG 014405

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FOREWORD

This curriculum was developed for the following purposes:

1) as a reference for schools in planning a coordinated K-12 educational support program for reducing smoking as a part of the Regents Action Plan to Reduce Drug Abuse.

2) as an outline of content and methods for schools to use in implementing the requirements of Education Law, Section 804 and Commissioner's Regulations regarding Health Education, Section 135.3, as they relate to tobacco education programs.

3) as a manual for the teacher to use in planning and in the classroom.

The curriculum is designed sequentially within a particular grade, as well as from grade to grade. All concepts and objectives are considered basic and essential, although leeway is provided in selection of actual activities used. Many activities and objectives are not exclusively in the domain of tobacco education; thus the time required for their use would be appropriately allocated from integrated subject areas - for example: alcohol and other drug abuse; mental health; cardiovascular health and physical fitness; general health and safety; reading, writing, spelling and speech; social, developmental and decision-making skills; visual arts; civics; and science.

Prior to publication, the curriculum was assessed by 152 elementary and secondary teachers in 17 urban, suburban and rural school districts in New York State. Suggestions made by pilot teachers were considered in preparing the final manuscript.

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PREFACE

Our most clearly preventable health problems are those resulting from the use of tobacco. Yet, although most people now recognize the health risks of smoking, many people who use tobacco find it just too difficult to change this habit.

The best approach to preventing the health problems caused by tobacco use is clearly to prevent the formation of the tobacco habit. This must be a process that begins with young children and continues until adulthood, involving not only what the child knows about the effects of tobacco use on the body, but also the child's feelings, values, attitudes, self-awareness, behavior patterns and skills; involving not only the classroom, but also other places where the child is influenced to smoke or not to smoke - the school, the community and the home.

A school tobacco education program should have the following characteristics:

1) It should be provided within the context of the comprehensive health education program, taught in the elementary grades by the classroom teacher and in the secondary grades by a certified health teacher.

2) Program objectives should emphasize the factors that influence people to smoke (e.g., self-image, values, decision-making) rather than the nature and effects of tobacco and smoking.

3) Activities should be designed to involve students in their own learning, helping them become responsible for planning and conducting their own lives.

4) It should be a continuous, sequential program that supports healthy attitudes and decisions based upon information acquired from the earliest grades through senior high school.

5) Program content beyond the primary grades should present a balanced view of the issues; as students mature they will recognize the complexity of the economic and social aspects of the tobacco industry, the smoking habit and of smoke-polluted air.

6) It should be articulated with a written school smoking policy developed with input from students and lay members of the community, as well as school faculty and health education professionals.

7) It should involve parents and the community to the fullest extent possible.

8) The instructors for the program should make sincere efforts to set examples for their students.

This curriculum is unique in several aspects:

1) It provides a basic instructional program rather than an exhaustive collection of possibilities. Only essential concepts and objectives have been identified. Activities have been selected for variety, ease of use by the teacher, and for their direct relevance to essential objectives. A special effort has been made at both levels to design activities that integrate with other subject areas, e.g., English, art, social studies, music, math, science and physical education.

2) It combines the expertise of specialists in humanistic and values education with specialists in tobacco education and in curriculum design and development. The purpose of this approach is to provide suppport for the practice of cognitive learnings through enhancing self-image, self-understanding and coping/decision-making skills.

3) It is basically self-contained. Most materials needed are readily available in the classroom; most audiovisuals are available for free loan from voluntary agencies; teacher references are few and moderately priced; worksheets and patterns are provided.

4) It is possible for most elementary and health education teachers to use this curriculum directly in their classrooms without the need for an inservice training program or for a local committee to become involved in rewriting to adapt the material to local needs. (An inservice training program for teachers, administrators and community health professionals could, however, improve the quality of the smoking education program.)

It is important that teachers form the habit of identifying, contacting and working with community professionals and agencies. The products of coordinated school-community efforts far surpass what any teacher can achieve in a classroom. Such programs provide for a free exchange of experience, information and materials; an extension of learnings into real life situations; practical experiences for students that give them a sense of achievement, of belonging to the community and of responsibility for community health; and increased understanding of and support for school programs.

TOBACCO CURRICULUM MATRIX

	MAJOR CONCEPTS	GRADES	KINDER-GARTEN	FIRST	SECOND	THIRD	FOURTH	FIFTH	SIXTH	JUNIOR HIGH	SENIOR HIGH
I.	Self-Image, Self-Knowledge and Values										
	1. Self-Image		X	X	X	X	X	X	X	X	X
	2. Self-Awareness		X	X	X	X	X	X	X	X	X
	3. Awareness of Others		X	X	X	X	X	X	X	X	X
	4. Value One's Health		X	X	X	X	X	X	X	X	X
	5. Personal Responsibility for Health		X	X	X	X	X	X	X	X	X
II.	Tobacco Knowledge and Issues										
	1. Safety Hazards Related to Tobacco Use			X		X					
	2. Importance of Clean Air			X	X	X					
	3. Immediate Effects of Tobacco Use			X	X	X	X	X	X	X	X
	4. Rights of Nonsmokers and Smokers			X	X	X	X	X	X	X	X
	5. Tobacco Habit				X	X	X	X	X	X	X
	6. Effects of Smoking on Athletic Performance					X	X	X	X	X	X
	7. Long-Range Effects of Tobacco Use					X	X	X	X	X	X
	8. Psychological and Social Factors of Tobacco Use					X	X	X	X	X	X
	9. Tobacco Advertising						X	X	X	X	X
	10. Tobacco and U.S. Economy						X	X	X	X	X
	11. U.S. Government Roles							X	X		X
III.	Coping Skills										
	1. Communications Skills		X	X	X	X	X	X	X	X	X
	2. Decision-Making Skills		X	X	X	X	X	X	X	X	X
	3. Decisions About Tobacco Use			X	X	X	X	X	X	X	X
	4. Alternatives to Tobacco Use								X	X	X
	5. Quit Smoking									X	X

A SAMPLING OF TEACHING METHODS

The methods you use in your health teaching will make all the difference between classes that are boring, lifeless and without meaning, and classes that are exciting -- classes that will get the students actively interested in learning and doing things that will give them the facts they should know and, at the same time, help them to develop a realistic attitude toward health.

A variety of methods will make it easier to adapt to individual differences among students; emphasis should be on the quality of each method rather than on quantity. No one method or procedure will fit all occasions. A method that you find helpful in one learning situation may not work at all in another.

The following teaching methods are offered as a pedagogical assortment from which you may choose to adapt those best suited to your own talents and to the classes you teach.

BRAINSTORMING

Can be used to teach students to respect and build on their own and others' creative abilities and to acquire the experimental frame of mind necessary for effective problem-solving. Brainstorming can often bring out some very useful suggestions as well as increase the students' involvement in learning.

1. Introduce the topic of brainstorming. It can be described as a first step in problem-solving - a method for getting out the maximum number of ideas for consideration. Emphasize that the only rule is to spill out ideas as quickly as possible, without discussion of your own thoughts or the thoughts of others.
2. Divide class into random groups of three to five students. Each group should have paper and pencil or pen. Have each group select a recorder.
3. Instruct the groups to think of as many things as they can that the class does in a day. The recorder lists these on the paper.
4. Give the groups ten minutes to record their ideas. (If any groups lose steam ahead of time, encourage them to keep trying).
5. Ask each group to choose its two most important ideas to be shared with the entire class.
6. Post the lists so that everyone can see how many ideas emerged in a short time.
7. Select a planning committee to combine ideas.

Followup:

Ask the class the following questions:

1. Was this a good way to get people to listen to your ideas?
2. Did many good ideas come out?
3. Can you think of other times we might use this method of sharing ideas in the class?

FISH BOWL

The Fish Bowl can be used when there is a problem in the class, to generate ideas or to solve a problem or moral dilemma. All the students have an opportunity to get involved, to have their say, to hear how others perceive the situation and decide on a mutually acceptable solution in an orderly, democratic fashion.

a) Ask for six volunteers to sit in a circle with one extra chair.
b) The rest of the class stands or sits around the outside of the circle.
c) Only the six volunteers can discuss the problem and say whatever they want to say.
d) Students on the outside who wish to say something must sit in the extra chair and wait to be recognized by one of the others in the fish bowl. Once recognized, he/she can say whatever he/she wants to add, clarify or question, then must vacate the chair for someone else.

Possible problems that could be solved using this activity include cheating, stealing, loyalty, breaking rules, interfering with the rights of others.

DISCUSSION

Discussion has several purposes: to develop interest in a new topic; to test understanding, concepts and experiences; to exchange opinions and viewpoints; to develop critical thinking, critical listening, and clear discourse; and to facilitate awareness of misleading, irrelevant, and false statements.

Either the teacher or a qualified student may take the leadership role in initiating and facilitating discussion. The teacher should respect each student's beliefs and encourage the expression of personal opinions while also encouraging him/her to listen carefully and thoughtfully to the views of others. The teacher should accept rather than judge statements that are emotionally based, question erroneous statements and make authoritative references available to the students.

LECTURE-DISCUSSION

This term is used to cover a wide range of presentations, combined with discussion. Encouraged within it are presentations not only by the teacher, but also tapes, films, television, or similar forms of communication. A presentation by the teacher, by an outside resource person, or by a student can help to arouse interest in a subject and set the stage for discussion, problem-solving or other types of activity. Case materials, unfinished stories, and critical issues may be handled in this way. Lecture-discussion teaching should be used only where it is the best method to handle a particular objective, since it involves the student in only a limited way.

CONFLICT RESOLUTION/PROBLEM-SOLVING

Learning to resolve a conflict situation between individuals, an individual and a group, or between groups, without sacrificing one's identity, self-respect or control over one's life can be one of the most important life skills anyone can learn. To arrive at a solution to a conflict which allows everyone involved to feel satisfied, and that is mutually agreed upon, one must learn how to communicate without demeaning another.

An excellent five-step process is discussed in Personalizing Education: Values Clarification and Beyond. (See Materials List for Grade One and above.) Briefly, the five-step process to Conflict Resolution is:

Step 1. State the Problem: Participants state the problem as they see it and how they feel about it without blaming, criticizing, judging or shaming.

Step 2. Define the Specifics of the Problem: Participants then note the points of agreement and disagreement.

Step 3. Brainstorm All Possible Solutions: Participants contribute as many ideas as possible to how the conflict may be resolved, to create awareness that there may be a number of ways to deal with the problem.

Step 4. Identify the Consequences: Participants select the most suitable situations from the list they brainstormed and outline the consequences of each.

Step 5. Choosing a Solution: Finally participants evaluate suitable solutions and consequences and agree on one solution that is acceptable to all.

This process can be used in any conflict situation, role-play situation or real life conflict to help students learn decision-making skills.

ROLE PLAYING

Students assume different roles and improvise dialogue as they act out a problem situation. Role play provides an excellent method for helping students learn about their own attitudes and behaviors and find new ways of dealing with problems. As a followup to a role-play activity, discuss what occurred in the role play and how everyone felt about the interactions. This method may be used in small groups, or with one small group role-playing before the class.

DRAMATIZATION

Students act out stories, dramas, skits or situations written by a teacher, student or author. Dramatization is used to illustrate how other people have dealt with different problems or situations. As a followup to this activity discuss what happened, student reactions and what they might have done differently from the characters in the drama. This method is best used as a supplement to other forms of instruction and should be selected and evaluated on the basis of its educational potential, not its entertainment value.

PLAYS AND STORIES

A group writing project may include an entire class. Students should be given a pertinent theme; the play or story should teach a concrete lesson in a practical situation. Acting out the plays or stories provides additional experiences geared toward the learning goals.

SELF-CONSTRUCTED VISUAL AIDS

Aside from providing a useful outlet for creativity and originality, self-constructed visual aids enliven instruction and help clarify, simplify, emphasize, interpret, and reinforce learnings. Symbolic representation of data may be used through charts, tables, diagrams, maps, graphs, posters, cartoons, dioramas, mobiles, and combinations of these. Charts, tables, graphs, and maps are effective in disseminating information in a compact form, while posters and cartoons, by their potential emotional impact, justify their use in the classroom because of their potential influence on attitudes.

EXPERIMENTS AND DEMONSTRATIONS

Experiments may be performed by students or demonstrated to the class by the teacher. Preplanning includes choosing scientifically sound experiments that are in line with the purpose of the lesson and with the maturity of the students; obtaining necessary materials and equipment; and anticipating questions about the results.

SURVEYS

Each step in planning and carrying out a survey has potential educational value. Individuals, committees, or the entire class may conduct surveys. Ideally, a survey should lead to action if the results show that action is needed. This ideal may not always be realizable in the classroom situation, but awareness of community needs is at least sharpened. A survey involves preplanning, collecting, analyzing, interpreting and evaluating data and reporting the findings to the class.

The teacher's role is to guide the students so that they will secure the information they are seeking and interpret and evaluate it correctly. If oral or written questionnaires are used, the teacher's help may be needed to ensure clarity and ease of administration and tabulation. When community facilities are visited, proper prearrangements should be made and a followup thank you letter sent. If students plan to evaluate their findings, care should be taken that the criteria used are sound.

(Note: If a sophisticated study is planned, it is suggested that teachers use school and/or community expertise in sampling, analyzing and interpreting information.)

INTERVIEWS

Whereas surveys usually cover relatively large numbers of people or a variety of facilities, interviews are a learning technique in which a small number of selected individuals are questioned on a specific topic. Teacher assistance and direction may be necessary to help with the formulation of questions to be used.

RESEARCH

Some students may need broad experience in searching for answers to questions and problems. Encyclopedia research should be minimized; pupils instead should be aided and encouraged to visit community institutions, to interview experts, and to read, analyze and interpret the research of authorities.

CONCEPTS AND OBJECTIVES FOR GRADES K-3

KINDERGARTEN

CONCEPT I:

Development of a positive self-image enables the student to accept and express him/herself and to make independent decisions.

OBJECTIVES

1. The student will be able to identify and express a variety of feelings.
2. The student will be able to identify several ways of expressing happy, sad, angry and frightened feelings.
3. The student will verbalize some unique and special characteristics about him/herself.
4. Presented with opportunities the student will make independent decisions.
5. Presented with opportunities to make a choice, the student will express satisfaction in thinking for him/herself.

CONCEPT II:

When children feel good about themselves, they are able to work, play and interact with others in a responsible and caring way.

OBJECTIVES

1. The student will be able to accept feelings of others that may differ from his/her own.
2. The student will identify positive characteristics of self and others.
3. The student will discuss the importance of sharing and working with others.
4. The student will accept decisions of others that may differ from his/her own.

CONCEPT III:

In order for the child to adopt non-smoking attitudes and behaviors, he/she must develop a desire to stay well and to have a strong healthy body.

OBJECTIVES

1. The student will be able to recognize the difference between feeling good and feeling sick.
2. The student will value his/her own physical well-being.
3. The student will identify ways he/she is responsible for keeping his/her body healthy.
4. The student will explain the importance of making personal decisions for good health.
5. The student will describe actions which are good for health and actions which are bad for health.
6 The student will identify safety hazards to health.
7. Given an opportunity, the student will choose to follow safety rules.

FIRST GRADE

CONCEPT I:

A positive self-image enables a child to accept him/herself, interact with others, and make responsible decisions.

OBJECTIVES

1. The student will be able to identify feelings and how they change.
2. The student will be able to express a variety of feelings.
3. The student will be able to explain how he/she would handle a situation which caused an unpleasant feeling.
4. The student will be given opportunities for making personal decisions.
5. The student will be able to give reasons why it is good to make his/her own decisions.
6. The student will accept consequences for his/her decisions.
7. The student will accept feelings, decisions and actions of others that may differ from his/her own.
8. The student will be able to describe several ways in which each person is unique.
9. The student will contribute to group decision-making.
10. The student will accept group decisions.

CONCEPT II:

A child who values his/her own health can more easily adopt nonsmoking attitudes and behaviors.

OBJECTIVES

1. The student will identify things that he/she chooses to do to stay healthy.
2. The student will give reasons for caring for and protecting his/her body.
3. The student will identify several choices that can be made to protect a healthy body.

CONCEPT III:

Air is important to all living things.

OBJECTIVES

1. The student will identify some characteristics of air.
2. The student will describe why air is necessary for life.
3. The student will identify why air is important in breathing.
4. The student will name several ways air can become polluted.
5. The student will describe how smoking is a source of air pollution.
6. The student will describe how smoking affects our "senses."
7. The student will describe how smoking is harmful to nonsmokers as well as smokers.
8. The student will identify ways in which he/she makes choices about the air he/she breathes.
9. The student will be able to explain why clean air is important.
10. The student will express positive feelings about clean air.

CONCEPT IV:

Cigarette smoking is a safety hazard.

OBJECTIVES

1. The student will be able to list various safety hazards.
2. The student will be able to list various hazards caused by smoking.
3. The student will identify ways in which smoking can cause fires.

SECOND GRADE

CONCEPT I:

The reinforcement of a positive self-image enables a child to accept him/herself, interact with others, and make responsible decisions.

OBJECTIVES

1. The student will describe how he/she may express a variety of emotions.
2. The student will discover that feelings are related to experiences.
3. The student will explore many ways that people handle feelings.
4. The student will discover that some methods of handling one's emotions may be more constructive than other ways.
5. The student will demonstrate an ability to make decisions.
6. The student will examine alternatives and consequences before making a decision.
7. The student will accept the consequences for decisions freely made.

CONCEPT II:

A child who values and maintains a strong healthy body can more easily adopt nonsmoking attitudes and behaviors.

OBJECTIVES

1. The student will acknowledge responsibility for protecting the health of his/her body.
2. The student will identify specific behaviors and consequences that will affect his/her future health.
3. The student will discuss the difference between sickness caused by exposure to something and sickness resulting from poor health choices.
4. The student will express pride in something he/she does to maintain a healthy body.

CONCEPT III:

Air is important to maintain body systems.

OBJECTIVES

1. The student will identify the properties of air.
2. The student will describe how air is used by the body.
3. The student will explain how "dirty" air affects the respiratory system.

CONCEPT IV:

Personal and environmental air pollution are hazards to health.

OBJECTIVES

1. The student will define air pollution.
2. The student will identify sources of environmental air pollution.
3. The student will identify sources of personal air pollution.
4. The student will explain why tobacco smoking is a major source of personal air pollution.
5. The student will express his/her feelings about environmental and personal air pollution.

CONCEPT V:

Many of the things we do regularly become habits.

OBJECTIVES

1. The student will discuss the meaning of a habit.
2. The student will list various personal habits.
3. When presented with a list of potential habits, students will be able to classify them on a personal basis as "healthy," "unhealthy" or "neither healthy nor unhealthy."
4. The student will identify smoking as a habit.

THIRD GRADE

CONCEPT I:

A positive self-image enables a child to make responsible decisions regarding risk-taking behaviors.

OBJECTIVES

1. The student will role play how he/she might express emotions and handle them.
2. The student will learn and practice communication skills as a way of handling needs and feelings.
3. Given a situation, the student will gather information about the causes of an action prior to making a judgement.
4. The student will examine alternatives and consequences in making decisions.
5. The student will identify actions which may be considered risk-taking.
6. The student will be able to discuss his/her feelings about risk-taking behaviors.
7. The student will list mistakes one can make and how one can learn from his/her mistakes.
8. The student will discuss a situation when it is all right to change his/her mind.

CONCEPT II.

Smoking contributes to poor physical health.

OBJECTIVES

1. The student will name and locate six body systems.
2. The student will describe the functions of six body systems.
3. The student will locate and identify the body systems affected by smoking.
4. The student will be able to explain the immediate effects of smoking on the body systems.
5. The student will be able to discuss how smoke affects people who do not smoke.
6. The student will discuss how smoking reduces athletic performance.

CONCEPT III:

Cigarette smoking is a safety hazard.

OBJECTIVES

1. The student will identify safety hazards which are caused by smoking.
2. The student will list ways in which smoking-related fire hazards can be prevented.

CONCEPT IV:

Cigarette smoking can be habit-forming.

OBJECTIVES

1. The student will list various reasons why people smoke.
2. The student will describe why smoking is a habit.
3. The student will explain why he/she feels smoking is a poor health habit.

CONCEPT V:

Assuming personal responsibility for safeguarding one's own health is essential for a long and healthy life.

OBJECTIVES

1. The student will identify health habits that affect present and future health.
2. The student will set personal goals for protecting his/her own body.
3. The student willl express pride in making personal decisions about health habits.
4. The student will explain why the decision to smoke or not to smoke is a personal one.
5. The student will discuss the importance of assuming responsibility for one's health.

MATERIALS LIST

GRADE ONE

The following materials are suggested as resources for the curriculum. Some of these must be ordered early and most are free. It is suggested that the resources be ordered far enough in advance to assure reservation of films and delivery of materials when needed.

TEACHER RESOURCES - The following materials are examples of references that provide further background or more detailed information. Their acquisition is optional.

AFFECTIVE EDUCATION:

Canfield, Jack and Wells, Harold C. 100 Ways to Enhance Self-Concept in the Classroom. A Handbook for Teachers and Parents. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1976. Price: $6.95.

Chase, Larry. The Other Side of the Report Card: A How-To-Do It Program. Santa Monica, CA: Goodyear Publishing Company, 1975. Price: $9.50

Howe, Leland W. and Howe, Mary Martha. Personalizing Education: Values Clarification and Beyond. New York: Hart Publishing Company, 1975. May be ordered from the National Humanistic Education Center, 110 Spring Street, Saratoga Springs, NY 12866. Price: $5.95.

SMOKING AND HEALTH:

The Smoking Digest: Progress Report on a Nation Kicking the Habit. National Cancer Institute, Office of Cancer Communications, Bethesda, MD 20014. Free of Charge.

CLASS RESOURCES:

ORDER TWO MONTHS IN ADVANCE.

Film: Octopuff in Kumquat and Teacher's Guide. Call your local Lung Association or write to American Lung Association of New York State, 8 Mountain View Avenue, Albany, NY 12205. Price: Free on loan.

Sound Filmstrip Kit: An Early Start to Good Health. Unit 2 - My Self. Many schools have received this resource. If your school has not, write to American Cancer Society, New York State Division, 6725 Lyons Street, P.O. Box 7, East Syracuse, NY 13057 or call (315) 437-7025.

ORDER ONE MONTH IN ADVANCE.

Pamphlet: "It's Your Problem, Air Pollution." Order from your local Lung Association or write to Amerian Lung Association of New York State, 8 Mountain View Avenue, Albany, NY 12205. Order enough copies for one for each student. Price: Free.

Coloring Book: "No Smoking Coloring Book." Order as above from American Lung Association. Order enough copies for one for each student. Price: Free.

GRADE 1 CONCEPT 1

CONCEPT: A positive self-image enables a child to accept him/herself, interact with others, and make responsible decisions.

LEARNING ACTIVITIES	RESOURCES

OBJECTIVES:

1. The student will be able to identify feelings and how they change.

2. The student will be able to express a variety of feelings.

TEACHER INFORMATION

Children must feel that they are able to recognize, discuss and control or change their emotions. If children understand what feelings are, where they come from and how they are affected by them, they will be much better able to control them.

ACTIVITY 1:

People know how you feel by your facial expressions and body movements. Have children express how they would act in the following situations by acting out or verbalizing:

a) You have no one to play with because all of your friends are away on vacation.
b) You are going to the park with your friends.

After the children have acted out their feelings, give them an opportunity to discuss the way they felt and why they acted in that manner.

ACTIVITY 2:

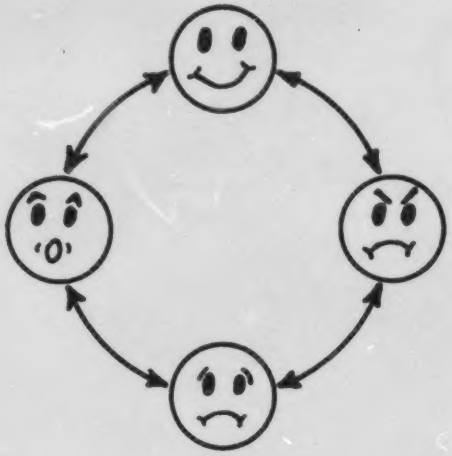
Ask the pupils to complete the following unfinished sentences to describe feelings:

a) When someone does not play fair in a game, I feel . . .
b) When I get blamed for something I did not do, I feel . . .
c) When I know I'm going to a good movie, I feel . . .
d) When I'm not allowed to go swimming because I have a cold, I feel . . .

ACTIVITY 3:

Draw four faces on the chalkboard: happy, sad, scared, angry.

a) Ask children how a person can be happy, then sad.
b) What may be the reason for the change in feelings?

LEARNING ACTIVITIES	RESOURCES
ACTIVITY 3: (cont'd) c) Ask the above two questions for feeling changes such as: sad to happy, scared to angry, happy to angry, angry to happy, etc. 	
OBJECTIVE: 3. The student will be able to explain how he/she would handle a situation which caused an unpleasant feeling. PURPOSE: To enable children to cope with their feelings in a constructive way. TEACHER INFORMATION One of the determining factors of a person's self-image is the way he/she copes with negative feelings like anger, jealousy, fear or hatred. Children need to know that such emotions are natural and it's all right to express them. Having these feelings does not make you good or bad. It's what you do because of these emotions that counts. Children can learn ways of dealing with these emotions through example.	

LEARNING ACTIVITIES	RESOURCES
ACTIVITY 1: Have the children express their immediate feelings in the following situations and explain how they would handle them. If you wish, use other situations. a) Your best friend suddenly became good friends with a new boy or girl in class. b) A big bully threatens to beat you up if you don't give him your lunch money. c) Your mother won't let you stay up past your bedtime to watch a special television show.	
OBJECTIVES: 4. The student will be given opportunities for making personal decisions. 5. The student will be able to give reasons why it is good to make his/her own decisions. 6. The student will accept consequences for his/her decisions. 7. The student will accept feelings, decisions and actions of others that may differ from his/her own. TEACHER INFORMATION Learning to make independent decisions is an important process for children. If they are to develop and maintain a good self-image, they need to feel that they are separate individuals and take pride in decisions once made. Be allowing children to make their own decisions the teacher can make them understand responsibility. When children are allowed to make decisions in instances where they are competent, they probably won't feel as defensive when an adult must tell them that some decisions will be made for them. ACTIVITY 1: This activity provides alternative situations for decision-making opportunities in the classroom. The child chooses one item from each of several groupings you offer. For example, selections of books, worksheets, games or toys.	

LEARNING ACTIVITIES	RESOURCES
ACTIVITY 2: Group Pressure a) Divide the class into groups of five children. Have one child from each group leave the classroom. b) Tell the groups to do something different. (For example, have the children in the group switch their shoes to the wrong feet or roll up a leg of their pants.) Then tell them that when the child returns they are going to try to convince the child that he/she should do what they have done. c) Have the children who left the room come back to their groups. Now go around in each group and have each child say something to convince that one child that he/she is wearing his/her clothes wrong and should change them to wear them the way they are for the rest of the day. d) You may note the response and then discuss decision-making, the consequences and peer pressure.	
OBJECTIVE: 8. The student will be able to describe several ways in which each person is unique. TEACHER INFORMATION Everyone needs to feel that he/she is important, cared for and special. These activities give the student a sense of his/her uniqueness, and at the same time help him/her appreciate the uniqueness of others. ACTIVITY 1: Provide each student with a section of brown paper large enough to lie down on. a) Have children take turns outlining each other's bodies on the paper. b) Have each child draw and color his/her own features, clothing and facial expression on the outline. c) Tack up everyone's self-portraits on the walls. Have children divide into small groups, view each picture, guess who it is, and say one positive thing about that person. ACTIVITY 2: Have students bring in photographs of themselves when they were younger. Collect the pictures and number them for returning. Pictures might be either posted, or passed among the students. Let them try to guess who's who.	MATERIALS: large section of brown paper for each student crayons/water color markers

LEARNING ACTIVITIES	RESOURCES
ACTIVITY 3: Have each student fold a large sheet of paper into four squares. On the squares, have students draw: a) things they like b) things they dislike c) things that are important to them d) things they like to play with	
OBJECTIVES: 9. The student will contribute to group decision-making. 10. The student will accept group decisions. TEACHER INFORMATION Learning to interact with others in the decision-making process is important in the development of individual decision-making ability. ACTIVITY 1: Divide the children into groups of 4 or 5. Provide each group with building materials (e.g., Lincoln logs, blocks, erector set, etc.). Each group must decide what they will build and all in the group must help. After completing the projects, each group can tell the class about their structure. ACTIVITY 2: Begin this activity with children divided into small groups and an explanation that people who work together can have fun together, too. Sometimes they go places together. a) Have each group decide where they would like to go together if they could go anywhere in the world. b) Provide each group with one large sheet of paper, large enough so that four or five children can work on it simultaneously. Have the group draw a large picture of the place they would like to go together. c) Have each group present it's picture, explain why they want to go there and what they would do if they could go.	MATERIALS: interlocking plastic blocks, Lincoln logs, blocks, erector set and/or other building materials

GRADE 1 CONCEPT II

CONCEPT: A child who values his/her own health, can more easily adopt nonsmoking attitudes and behaviors.

LEARNING ACTIVITIES	RESOURCES
OBJECTIVES: 1. The student will identify things that he/she chooses to do to stay healthy. 2. The student will give reasons for caring for and protecting his/her body. TEACHER INFORMATION This may be the first time the children think about health and wellness as something they make choices about or have control over. These activities could be carried over for several days, thereby allowing the children time to ask questions, talk to their parents and learn about things which could be added to the list. ACTIVITY 1: Set up a brainstorming session. a) Have the children develop a list of things they do to stay healthy. b) After the list has been made, go back and talk about each item, how it affects health and if it is a choice they can make now or if the choice will come when they are older. This can lead to a discussion of reasons why choices should be made which lead to good health and a happy life.	MATERIALS: newsprint and markers, or chalk
ACTIVITY 2: Provide children with paper to make a Home Poster for their room about a good health choice they make.	MATERIALS: paper crayons/paints
OBJECTIVE: 3. The student will identify several choices that can be made to protect a healthy body. ACTIVITY 1: This game is designed to help children learn about things that are safe to eat or put in one's mouth and things that are harmful. Use two boxes or other containers and label one "Safe to Eat" and the other "Not Safe to Eat." The boxes should be placed on a table.	MATERIALS: 2 boxes magazines scissors

LEARNING ACTIVITIES	RESOURCES

ACTIVITY 1: (cont'd)

Provide magazines and ask students to cut out pictures of food, drinks, sprays, cleaners, medicines and cigarettes. Choose one child to play the role of "Mother" or "Father." Have the child stand in front of the class next to the boxes and choose other children to come up and bring their pictures. Each child shows the picture he/she cut out, tells what it is, and explains why he/she thinks it is either safe or unsafe to put into one's mouth. The child then asks the "Mother" or "Father" "May I eat this?" If the Mother/Father says "Yes," the item is placed in the "Safe to Eat" box, if not, it is placed in the "Not Safe to Eat" box. If the Mother/Father has difficulty in deciding, or makes a mistake, the class will often correct the student. At the end of the game, you may want to take the pictures from the box and review them.

(Note: Remind students they are very special. Their bodies are their most precious possessions and they must take care of them. Many people help them to make choices about the things they should do or not do. However, when they are by themselves, they will be making their own choices.)

ACTIVITY 2:

Explain to the children that many of the things they do every day can be done either in a "healthful" way or in a "harmful" way. Using the following list, have children tell how these actions can improve their health or harm it. Then ask students to decide whether each of these things they do is "helpful" or "harmful" to their health and safety and why.

a) sleeping
b) exercising
c) dressing
d) boarding a bus
e) crossing a street
f) eating
g) breathing
h) washing
i) coughing
j) using medicines

(Note: If children have trouble concluding whether something is helpful or harmful or if they are unable to say why, use questions such as "What do you think would happen if you . . .?" to help them think about possible consequences.)

GRADE 1 CONCEPT III

CONCEPT: Air is important to all living things.

LEARNING ACTIVITIES	RESOURCES
OBJECTIVE: 1. The student will identify some characteristics of air. ACTIVITY 1: Present children with a decorated box and ask them to guess what is inside the box. After someone guesses the box contains air, lead a discussion concerning some of the characteristics of air. Ask the children to identify the things they know about air. ACTIVITY 2: Balloons can also be used to trigger an exercise of identifying the characteristics of air. Children can blow up their balloons, creating excitement for this activity. Balloon Experiment a) Have many colorful inflated balloons exhibited in the room. Discuss what is inside the balloons. Then blow up some balloons and let the air out for the children to feel the pressure against their skin. b) Have plastic sandwich bags available. Open a bag, swing it in the air and then close the open end quickly. Let the children look at the expanded bag full of air. Then let the children try to catch the air in their bags. c) Place a balloon under a book. Blow into the balloon and watch the book be lifted by the air. Let children try this. Ask what caused the book to be lifted. (i.e., Ask the children to explain what happened.)	MATERIALS: box pictures or wrapping paper tape/paste MATERIALS: balloons books plastic sandwhich bags
OBJECTIVES: 2. The student will describe why air is necessary for life. 3. The student will identify why air is important in breathing. ACTIVITY 1: Have children take deep breaths and hold. Have them discuss: a) How they felt while holding the air inside. b) What do they think happens inside their bodies while they are holding their breath? c) What would happen inside their bodies if they were to keep holding their breath or if their air were cut off?	

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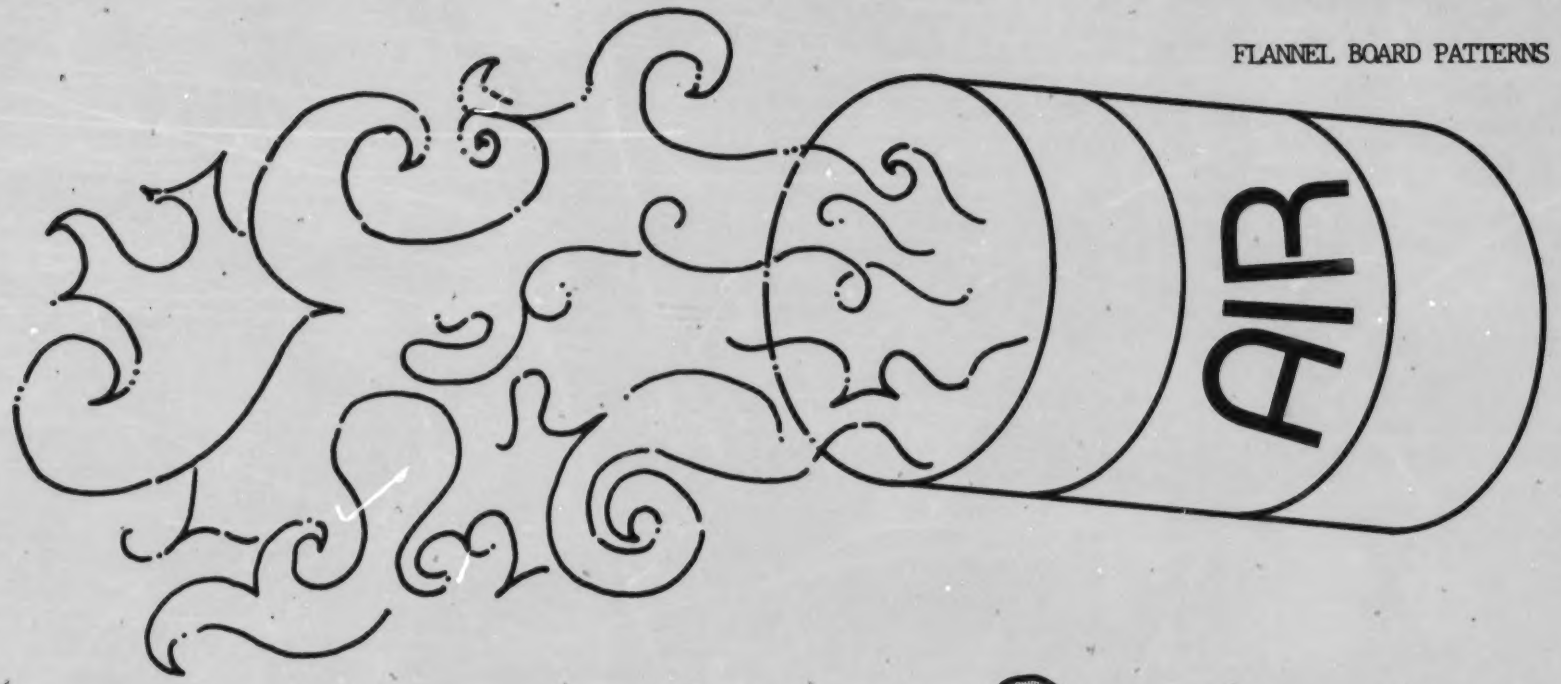
LEARNING ACTIVITIES	RESOURCES
ACTIVITY 2: Have the children make a large poster using pictures from magazines illustrating things that need air. ACTIVITY 3: Have children, one at a time, identify something that must have air in order to live.	MATERIALS: newsprint scissors, magazines glue
OBJECTIVE: 4. The student will name several ways air can become polluted. ACTIVITY 1: Introduce the subject of air pollution by asking these questions: a) How many of you know what the words "air pollution" mean? Have the children share what they know about air pollution. b) How many of you have seen air pollution? Where did you see it? c) What causes air pollution? d) How does air become polluted? ACTIVITY 2: Explain that the air pollution hanging over cities is called smog. Ask: a) How many of you have ever seen smog? b) What is smog? (SM - from smoke; OG - from fog) c) Do you know how it got there?	
OBJECTIVES: 5. The student will describe how smoking is a source of air pollution. 6. The student will describe how smoking affects our senses. 7. The student will describe how smoking is harmful to nonsmokers as well as smokers.	

GRADE 1 CONCEPT III

LEARNING ACTIVITIES	RESOURCES
ACTIVITY 1: Ask the questions, "Do you think air pollution has any effect on our sense organs - eyes, ears, nose, mouth and tongue - or on our ability to use our sense organs?" (Build on the students' responses to lead them toward identifying the effects of air pollution on eyes and on visibility.)	
ACTIVITY 2: Explain that not only the air around cities is bad but that indoor air can also be polluted. Discuss how indoor air can also be polluted. Follow with several questions concerning what causes cigarette, pipe or cigar smoke to remain in the room, how they feel when they are in a smokey room, and what they think the smoke does to them.	
ACTIVITY 3: Show the film Octopuff in Kumquat to help the children associate indoor pollution with outdoor pollution and build a feeling of concern about both.	MATERIALS: Film: Octopuff in Kumquat (American Lung Association)
ACTIVITY 4: Make flannel board pieces by coloring the patterns provided on the following pages. Place on heavy paper, cut out and glue sandpaper on the back to use with a flannel board. Use to recreate "Octopuff" story or have children make up other stories using characters from "Kumquat."	MATERIALS: patterns heavy paper crayons/water color markers glue & sandpaper flannel board
ACTIVITY 5: Have students find words in Hidden Word Puzzle.	MATERIALS: Hidden Word Puzzle, one per student
ACTIVITY 6: In music class, help children learn song "Our Skies."	MATERIALS: Song, "Our Skies"

OBJECTIVES:

8. The student will identify ways in which he/she makes choices about the air he/she breathes.
9. The student will be able to explain why clean air is important.
10. The student will express positive feelings about clean air.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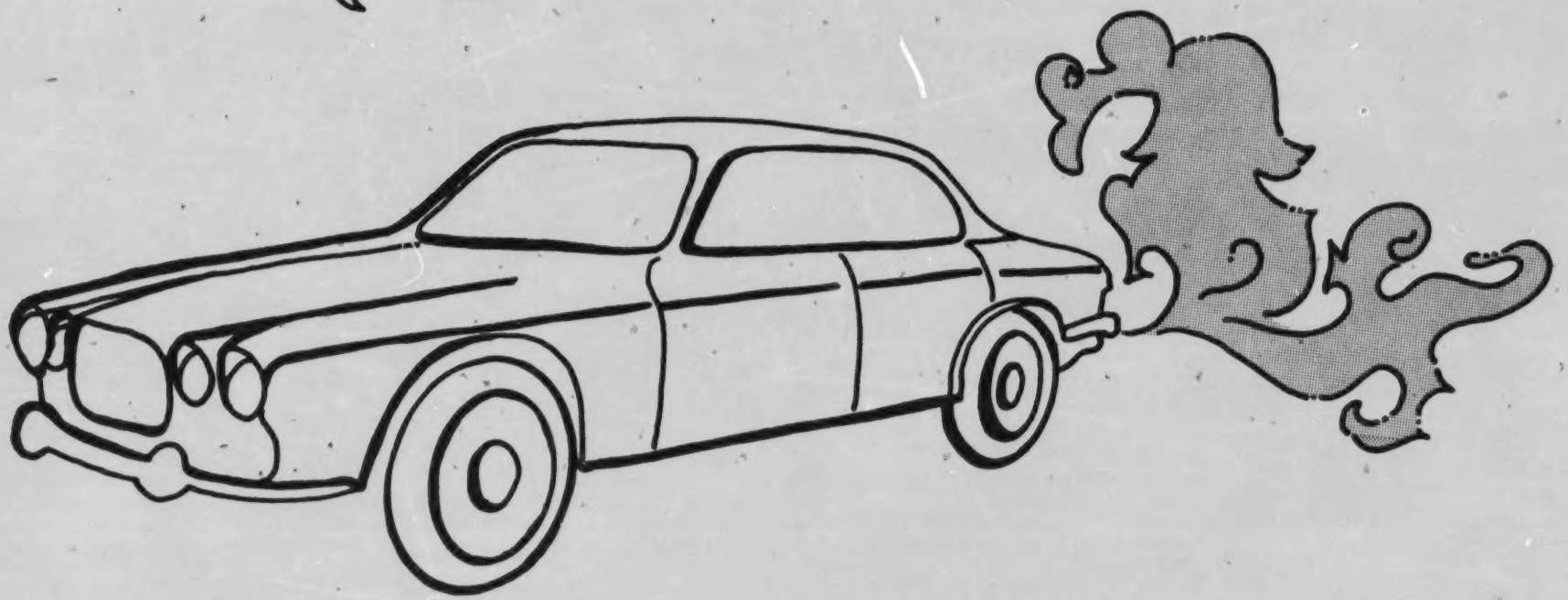

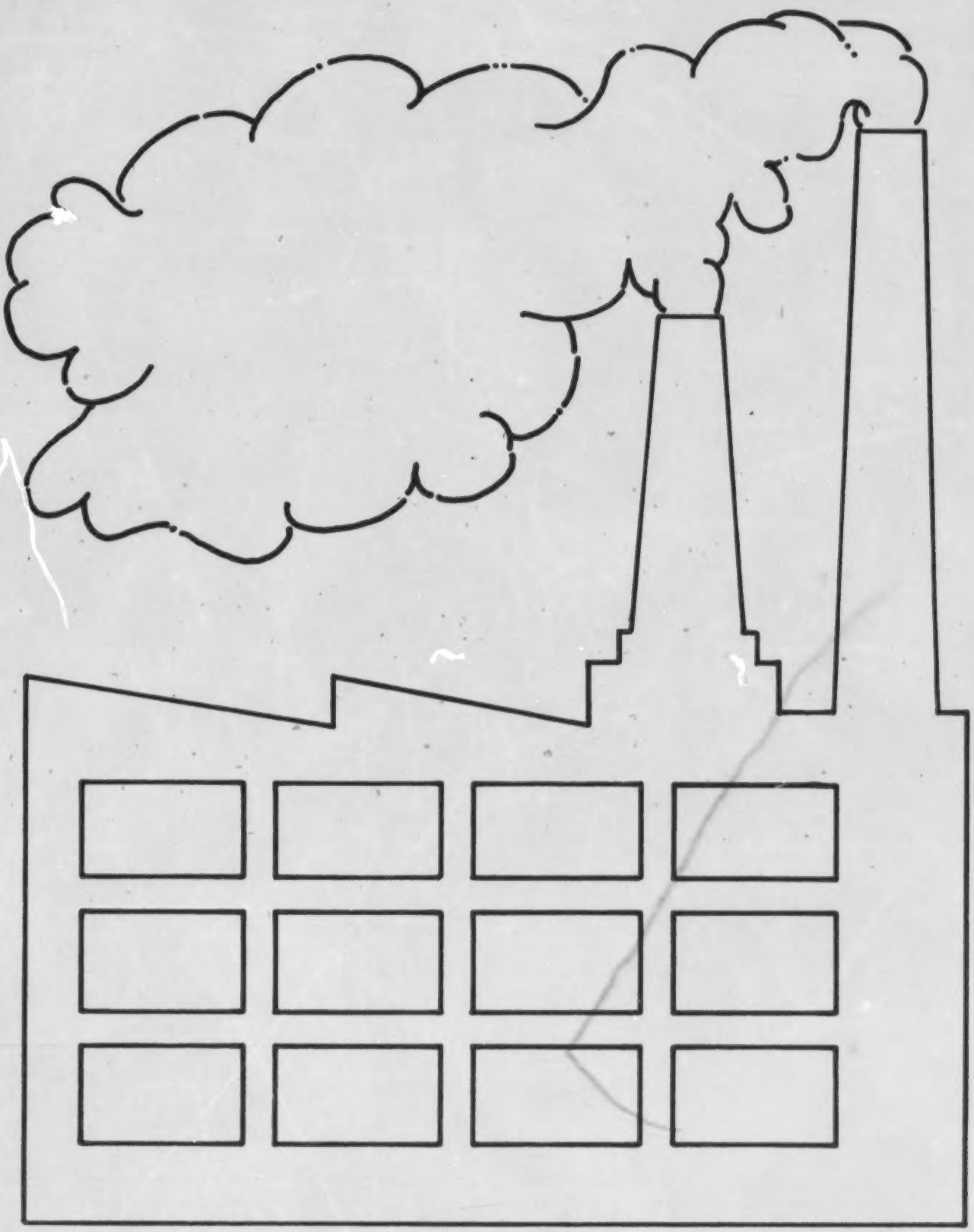

HELP?!

FLANNEL BOARD PATTERNS

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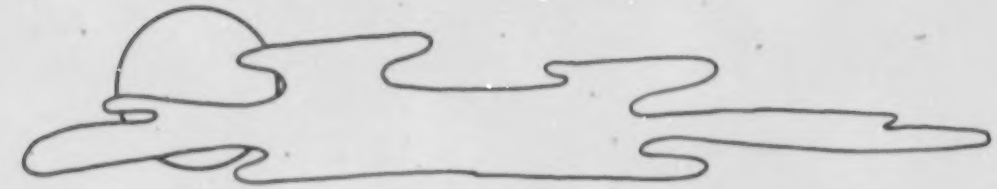
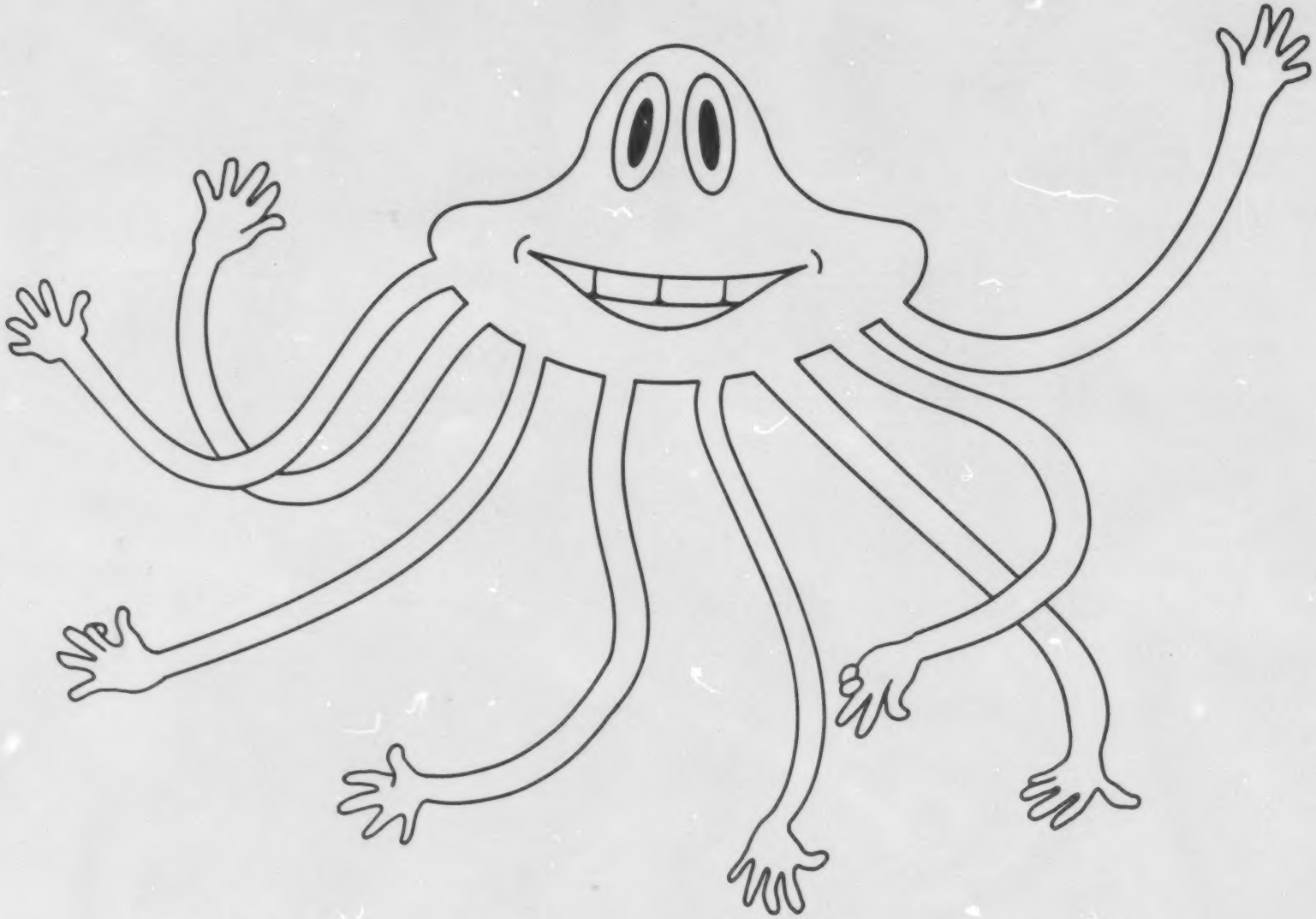
FLANNEL BOARD PATTERNS





FLANNEL BOARD PATTERNS

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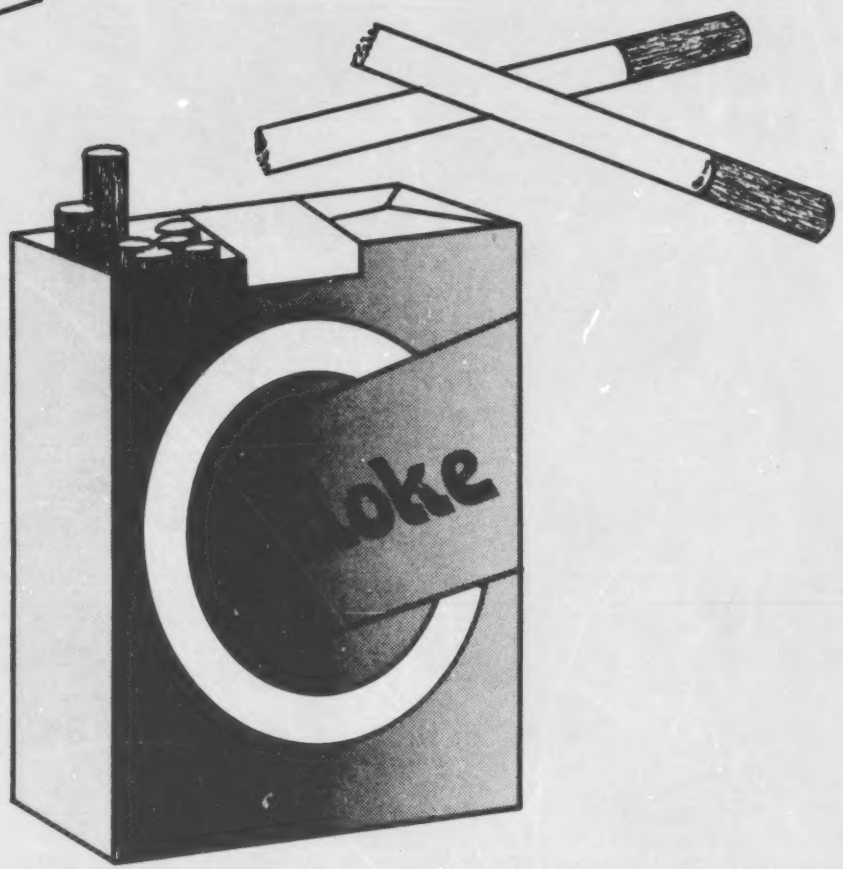
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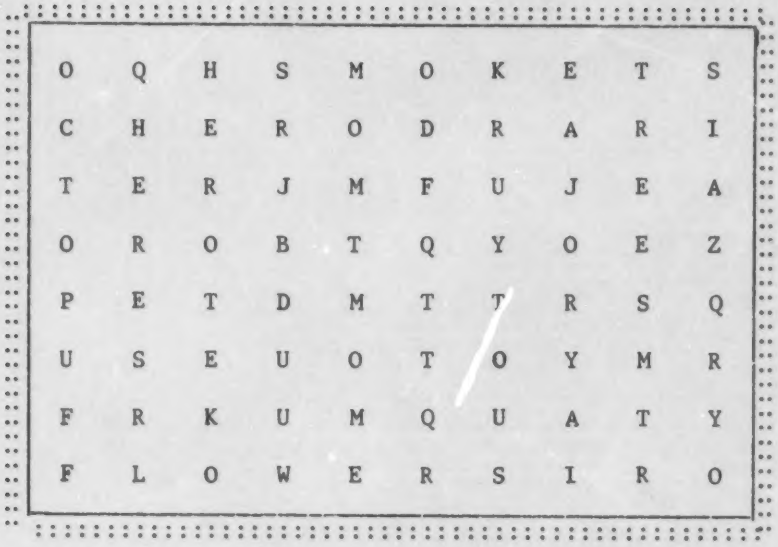
HIDDEN WORD PUZZLE



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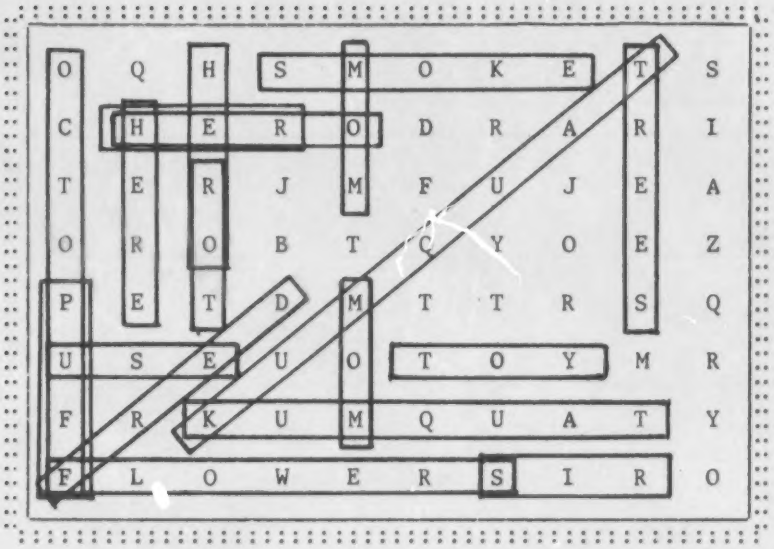
F	R	K	U	M	Q	U	A	T	Y
F	L	O	W	E	R	S	I	R	O

FIND THESE HIDDEN WORDS:

TOY
SIR
HER
HERO (2)
HERE
SMOKE
TREES
FLOWERS
USE
ROT
MOM (2)
FRED
PUFF
OCTOPUFF
KUMQUAT (2)

HIDDEN WORD PUZZLE

ANSWER SHEET



FIND THESE HIDDEN WORDS:

TOY	USE
SIR	ROT
HER	MOM (2)
HERO (2)	FRED
HERE	PUFF
SMOKE	OCTOPUFF
TREES	KUMQUAT (2)
FLOWERS	

OUR SKIES

MUSIC · FRED ISRAEL
LYRICS · MILT ROBERTSON

LIVELY
1. OUR— SKIES ARE MUCH BLU-ER THAN BLUE
2. EACH OF US— NOW— HAS A— SHARE
1. OUR— DEW- IS A DEW-I-ER DEW
2. EACH OF US— MU-ST PROVE THAT HE CARES
1. THIS IS THE WORLD WHERE WE WANT TO BE OUR WORLD IS CLEAN AND FREE OH—
2. THIS IS THE LAND WHERE WE WANT TO BE OUR WORLD IS CLEAN AND FREE THE—
3. NONE OF— US WILL BU-ER— SMOKE NO MORE- HACK AND NO MORE CHOKE THE
1 THIS IS THE WAY WE LIVE IN KUM— QUAT.
2 WHOLE THING IS UP TO YOU AND TO ME
3 WHOLE THING IS UP TO YOU AND TO ME.

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LEARNING ACTIVITIES	RESOURCES
ACTIVITY 1: Brainstorm ways children can help eliminate air pollution. Give each child a copy of the pamphlet, "It's Your Problem, Air Pollution." After going through the pamphlet, have the children take theirs home to their parents.	MATERIALS: "It's Your Problem, Air Pollution." (American Lung Association)
ACTIVITY 2: Game: Happiness is Clean Air (3-5 players per game board). Player spins the spinner and then moves the marker the number of spaces indicated. If the marker lands on the lighted end of a cigarette, player then slides marker along the cigarette to the space at its other end. If the marker lands on a sun ray, the player slides the marker to the sunball space from which the ray comes. The first player to reach the happy face wins.	MATERIALS: Game: Happiness is Clean Air enough game boards for class 3 spinners enough markers for each student (From: Seattle IV, Page 49. Permission granted by DHEW, Primary Grades Curriculum.)
ACTIVITY 3: Distribute No-Smoking Coloring Book for children to color and take home.	MATERIALS: No-Smoking Coloring Book (American Lung Association)

GRADE 1 CONCEPT IV

CONCEPT: Cigarette smoking is a safety hazard.

LEARNING ACTIVITIES	RESOURCES
OBJECTIVE: 1. The student will be able to list various safety hazards. ACTIVITY: Give children an opportunity to identify safety hazards they know about. The teacher can then name additional safety hazards. Discuss the cause and prevention of the hazards.	
OBJECTIVES: 2. The student will be able to list various hazards caused by smoking. 3. The student will identify ways in which smoking can cause fires. ACTIVITY 1: Have each child draw a house which is on fire. After the drawings are completed, have each child tell a very brief story about why the house he/she drew caught on fire. If some students identify cigarette smoking as the cause of the fire, this will lend itself to a discussion of why cigarette smoking is not only harmful to health, but a safety hazard as well. If children do not identify smoking as a cause of the fire, the teacher could describe a setting involving someone falling asleep while smoking. Generate a discussion around this hazard. Have the children suggest a number of ways in which fires can be started by careless smoking. (Note: This is an excellent opportunity to discuss how playing with matches is a safety hazard.)	MATERIALS: coloring paper crayons/water color markers
ACTIVITY 2: Duplicate student worksheets and distribute for children to color and take home.	MATERIALS: mimeo paper 2 worksheets per child
ACTIVITY 3: Invite a fireman to speak to the class about fires, escape routes and careless smoking. OR Arrange a field trip to a fire station.	

HAPPINESS is CLEAN AIR

NOTE: Enlarge gameboard pattern so that each numbered space is 1½-2" inches square. The pattern can be traced by using an opaque projector to create the enlarged version.

CIGARETTES ARE THE NUMBER II CAUSE of FIRE IN the HOME.

CIGARETTES CAUSE
FOREST FIRES

AMERICAN CANCER SOCIETY, COUNTY UNIT OFFICES

DIVISION/UNIT	ADDRESS	TELEPHONE NO.	COUNTY SERVED
American Cancer Society New York State Division, Inc.	6725 Lyons Street P.O. Box 7 East Syracuse, NY 13057	315: 437-7025	
American Cancer Society Albany County Unit	747 Madison Avenue Albany, NY 12208	518: 449-8722 (8723)	Albany
American Cancer Society Allegany County Unit	46 Martin Street Wellsville, NY 14895	716: 593-5111	Allegany
American Cancer Society Broome County Unit	216 Court Street Binghamton, NY 13905	607: 722-6471	Broome
American Cancer Society Cattaraugus County Unit	420 West State Street Olean, NY 14760	716: 372-1030	Cattaraugus
American Cancer Society Cayuga County Unit	232 West Genesee Street Auburn, NY 13021	315: 253-9812	Cayuga
American Cancer Society Chautauqua County Unit	111 West Second Street Room 260 Jamestown, NY 14701	716: 487-1129	Chautauqua
American Cancer Society Chemung County Unit	627 West Church Street Elmira, NY 14901	607: 734-1552	Chemung
American Cancer Society Chenango County Unit	5 West Main Street Norwich, NY 13815	607: 334-4113	Chenango
American Cancer Society Clinton County Unit	203 Margaret Street Street Plattsburgh, NY 12901	518: 563-4271	Clinton
American Cancer Society Columbia County Unit	728 Warren Street Hudson, NY 12534	518: 828-1984	Columbia
American Cancer Society Cortland County Unit	4 West Court Street Cortland, NY 13045	607: 756-2277	Cortland
American Cancer Society Delaware County Unit	Box 176 Walton Building 1 Bridge Street Walton, NY 13856	607: 865-6561	Delaware

DIVISION/OFFICE	ADDRESS	TELEPHONE NO.	COUNTY SERVED
American Cancer Society Dutchess County Unit	Hope Lodge Vassar Brothers Hospital Reads Place Poughkeepsie, NY 12061	914: 452-2635	Dutchess
American Cancer Society Erie County Unit	330 Statler-Hilton Buffalo, NY 14202	716: 856-1625	Erie
American Cancer Society Essex County Unit	Water Street Elixabethtown, NY 12932	518: 873-9884	Essex
American Cancer Society Franklin County Unit	88 Main Street Saranac Lake, NY 12983	518: 891-2860	Franklin
American Cancer Society Fulton County Unit	25 Bleecker Street Gloversville, NY 12078	518: 725-3518	Fulton
American Cancer Society Genesee County Unit	103 State Street Batavia, NY 14020	716: 343-1454	Genesee
American Cancer Society Greene County Unit	375 Main Street Catskill, NY 12414	518: 943-3280	Greene
American Cancer Society Hamilton County Unit	P.O. Box 24 Hoffmeister, NY 13353	315: 826-7125	Hamilton
American Cancer Society Herkimer County Unit	125 Mary Street Herkimer, NY 13350	315: 866-3630	Herkimer
American Cancer Society Jefferson County Unit	104 Paddock Street Watertown, NY 13601	315: 788-4210	Jefferson
American Cancer Society Lewis County Unit	5611 Division Street Lowville, NY 13367	315: 376-7438	Lewis
American Cancer Society Livingston County Unit	23 Main Street Geneseo, NY 14454	716: 243-3415	Livingston
American Cancer Society Madison County Unit	East Seneca Avenue Route #5 at Willow Road Canastota, NY 13032	315: 697-2976	Madison
American Cancer Society Monroe County Unit	8 Prince Street Rochester, NY 14607	716: 461-3800	Monroe
American Cancer Society Montgomery County Unit	128 Market Street Amsterdam, NY 12010	518: 842-5580	Montgomery

DIVISION/OFFICE	ADDRESS	TELEPHONE NO.	COUNTY SERVED
American Cancer Society Niagara County Unit	2103 Main Street Bridge Station P.O. Box 314 Niagara Falls, NY 14305	716: 284-4084	Niagara
American Cancer Society Oneida County Unit	1900 Genesee Street Utica, NY 13502	315: 724-4175	Oneida
American Cancer Society Onondaga County Unit	1010 James Street Syracuse, NY 13203	315: 474-2757	Onondaga
American Cancer Society Ontario County Unit	343 North Main Street P.O. Box 208 Canandaigua, NY 14424	315: 394-4422	Ontario
American Cancer Society Orange County Unit	11-15 King Street Middletown, NY 10940	914: 343-5612	Orange
American Cancer Society Orleans County Unit	111 North Main Street Albion, NY 14411	716: 589-7808	Orleans
American Cancer Society Oswego County Unit	184 West First Street Oswego, NY 13126	315: 343-1421	Oswego
American Cancer Society Otsego County Unit	444 Main Street Oneonta, NY 13820	607: 432-3990	Otsego
American Cancer Society Putnam County Unit	64 Gleneida Avenue Room 209 Carmel, NY 10512	914: 225-2334	Putnam
American Cancer Society Rensselaer County Unit	24 Second Street Troy, NY 12180	518: 274-5303	Rensselaer
American Cancer Society Rockland County Unit	39 South Main New City, NY 10956	914: 634-7966	Rockland
American Cancer Society St. Lawrence County Unit	9 Hammond Drive P.O. Box 124 Canton, NY 13617	315: 386-8249	St. Lawrence
American Cancer Society Saratoga County Unit	376 Broadway - Office #2 Saratoga Springs, NY 12866	518: 584-2602 885-1613	Saratoga
American Cancer Society Schenectady County Unit	1596 Rugby Road Schenectady, NY 12308	518: 377-2241	Schenectady

DIVISION/OFFICE	ADDRESS	TELEPHONE NO.	COUNTY SERVED
American Cancer Society Schoharie County Unit	Corner, Main Street and Rail Road Avenue Middleburgh, NY 12122	518: 827-4651	Schoharie
American Cancer Society Schuyler County Unit	115 West 4th Street Watkins Glen, NY 14891	607: 535-2244	Schuyler
American Cancer Society Seneca County Unit	Box 175 13 East Main Street Waterloo, NY 13265	315: 539-2052	Seneca
American Cancer Society Steuben County Unit	Corner Denison Parkway East and Pearl Street Corning, NY 14830	607: 936-3769	Steuben
American Cancer Society Sullivan County Unit	10 St. John Street Monticello, NY 12701	914: 794-5275	Sullivan
American Cancer Society Tioga County Unit	231 Main Street Owego, NY 13827	607: 687-3280	Tioga
American Cancer Society Tompkins County Unit	225 South Fulton Street Ithaca, NY 14850	607: 273-0430	Tompkins
American Cancer Society Ulster County Unit	400 Broadway Kingston, NY 12401	914: 331-8300	Ulster
American Cancer Society Warren County Unit	380 A Glen Street Sherman Avenue Entrance Glens Falls, NY 12801	518: 792-5358	Warren
American Cancer Society Washington County Unit	221½ Main Street Hudson Falls, NY 12839	518: 747-7916	Washington
American Cancer Society Wayne County Unit	110 Church Street Newark, NY 14513	315: 331-6480	Wayne
American Cancer Society Wyoming County Unit	60 North Main Street Warsaw, NY 14569	716: 796-5667	Wyoming
American Cancer Society Yates County Unit	P.O. Box 113 1 Madison Lane Penn Yan, NY 14527	315: 536-6955	Yates
American Cancer Society New York City Division, Inc.	19 West 56th Street New York, NY 10019	212: 586-8700	

DIVISION/OFFICE	ADDRESS	TELEPHONE NO.	COUNTY SERVED
American Cancer Society Brooklyn Unit	141 Livingston Street Brooklyn, NY 11201	212: 237-7850	Kings
American Cancer Society Bronx Unit	19 West 56th Street New York, NY 10019	212: 586-8700	Bronx
American Cancer Society Staten Island Unit	100 New Dorp Plaza Staten Island, NY 10306	212: 987-8871	Richmond
American Cancer Society Queens Division	111-15 Queens Boulevard Forest Hills, NY 11375	212: 263-2224	Queens
American Cancer Society Westchester Division	246 North Central Avenue Hartsdale, NY 10530	914: 949-4800	Westchester

NEW YORK STATE OFFICES OF THE AMERICAN HEART ASSOCIATION

CHAPTER/AFFILIATE	ADDRESS	TELEPHONE NO.	COUNTIES SERVED
American Heart Association Broome County Chapter, Inc.	8 Riverside Drive Binghamton, NY 13905	607: 723-0208	Broome
American Heart Association Central New York Chapter, Inc.	1024 Park Avenue Utica, NY 13501	315: 797-8906	Chenango Delaware Hamilton Herkimer Madison Oneida Otsego
American Heart Association Dutchess County Chapter, Inc.	31 Haight Avenue Poughkeepsie, NY 12603	914: 454-4310	Dutchess
American Heart Association Finger Lakes Chapter, Inc.	191 Parrish Street Canandaigua, NY 14424	716: 394-1240	Livingston Ontario Seneca
	Maxwell Hall Clifton Springs, NY 14432	716: 462-9062	Wayne Yates
American Heart Association Genessee Valley Chapter, Inc.	797 Elmwood Avenue Rochester, NY 14620	716: 461-5590 (93)	Monroe
	414 West Avenue Medina, NY 14103	716: 798-4725	Orleans

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CHAPTER/AFFILIATE	ADDRESS	TELEPHONE NO.	COUNTIES SERVED
American Heart Association Mid-Hudson Chapter, Inc.	75 Lucas Avenue Kingston, NY 12401	914: 338-8517	Columbia Greene Ulster
American Heart Association Nassau, New York Chapter, Inc.	365 Willis Avenue Mineola, NY 11501	516: 741-5522	Nassau
American Heart Association Northeastern New York Chapter, Inc.	29 East Main Street Amsterdam, NY 12010	518: 843-3666	Albany Clinton Essex
	16 East Fulton Street Gloversville, NY 12078	518: 725-5111	Fulton Montgomery Rensselear
	68 Pearl Street Hudson Falls, NY 12839	518: 747-0493	Saratoga Schenectady Schoharie
	257 Osborne Road Loudonville, NY 12211	518: 459-5880	Warren Washington
	62 Brinkerhoff Street Plattsburgh, NY 12901	518: 561-3326	
American Heart Association Northern New York Chapter, Inc.	1402 Washington Street Watertown, NY 13601	315: 782-1791	Oswego Jefferson Lewis St. Lawrence Frankliln
American Heart Association Orange-Sullivan, New York Chapter, Inc.	469 Broadway Newburgh, NY 12550	914: 561-2950	Orange Sullivan
American Heart Association Rockland Division New York State Affiliate, Inc.	39 South Main Street New City, NY 10956	914: 634-4987	Rockland
New York Heart Association	205 East 42nd Street New York, NY 10017	212: 661-5335	5 boroughs of New York City
American Heart Association New York State Affiliate, Inc.	214 South Warren Street Syracuse, NY 13202	315: 478-6681	All New York State Counties excluding 5 boroughs of New York City

CHAPTER/AFFILIATE	ADDRESS	TELEPHONE NO.	COUNTIES SERVED
American Heart Association Southern Tier, New York Chapter, Inc.	530 West Church Street Elmira, NY 14905	607: 734-2939	Chemung Schuyler Steuben Tioga Tompkins
American Heart Association Southwestern New York Chapter, Inc.	812 Hotel Jamestown Building Jamestown, NY 14701	716: 483-1509	Allegany Cattaraugus Chautauqua
American Heart Association Suffolk Chapter, Inc.	127 Atlantic Avenue Blue Point, NY 11715	516: 363-6200	Suffolk
American Heart Association Upstate New York Chapter, Inc.	63 Genesee Street Auburn, NY 13021	315: 253-4328	Cayuga
	22 Tompkins Street Cortland, NY 13015	607: 753-3259	Cortland
	1212 James Street Syracuse, NY 13203	315: 476-5381	Onondaga
Westchester Heart Association, Inc.	15 Rye Ridge Plaza Port Chester, NY 10573	914: 937-6601	Putnam Westchester
American Heart Association Western New York Chapter, Inc.	255 Statler-Hilton Hotel Buffalo, NY 14202	716: 853-5356	Erie Genesee Niagara Wyoming

AMERICAN LUNG ASSOCIATIONS

AFFILIATE NAME	ADDRESS	TELEPHONE NO.	COUNTIES SERVED
American Lung Association of Central New York	P.O. Box 6409 Syracuse, NY 13217	315: 422-6142	Cortland, Franklin, Jefferson, Lewis, Onondaga, Oswego, St. Lawrence, Tompkins
American Lung Association of the Finger Lakes Region	410 East Henrietta Road Rochester	716: 442-4260	Cayuga, Livingston, Monroe, Ontario, Orleans, Seneca, Wayne, Yates, Chemung, Steuben, Schuyler

AFFILIATE NAME	ADDRESS	TELEPHONE NO.	COUNTIES SERVED
American Lung Association of the Hudson Valley	35 Orchard Street White Plains, NY 10603	914: 949-2150	Orange, Putnam, Rockland, Westchester, Greene, Ulster, Sullivan
American Lung Association of Mid-New York	23 South Street Utica, NY 13501	315: 735-9225	Broome, Chenango, Delaware, Fulton, Hamilton, Herkimer, Madison, Oneida, Otsego, Tioga
American Lung Association of Nassau-Suffolk	405 Ostrander Avenue Riverhead, NY 11901	516: 727-2155	Nassau and Suffolk
American Lung Association of Western New York	766 Ellicott Street Buffalo, NY 14203	716: 886-4655	Allegany, Cattaraugus Chautauqua, Erie Genesee, Niagara, Wyoming
American Lung Association of New York State Adirondack Branch	8 Mountain View Avenue Albany, NY 12205	518: 459-4197	Clinton, Essex, Warren, Washington
Capital District Branch			Albany, Rensselaer
American Lung Association of New York State Dutchess-Columbia Branch	246 Church St. Poughkeepsie, NY 12061	914: 452-0160	Columbia, Dutchess
American Lung Association Of New York State Eastern Mohawk Branch	8 Mountain View Avenue Albany, NY 12205	518: 459-4197	Schenectady, Schoharie, Saratoga, Montgomery
CONSTITUENTS:			
American Lung Association of New York State	8 Mountain View Avenue Albany, NY 12205	518: 459-4197	
Brooklyn TB and Lung Association	293 Schermerhorn Street Brooklyn, NY 11217	212: 624-8531	Kings
New York Lung Association	22 East 40th Street New York, NY 10016	212: 889-3370	Bronx, New York, Richmond
Queensboro Lung Association	159-29 90th Avenue Jamaica, NY 11432	212: 526-2557	Queens